

# Early 4<sup>th</sup> Grade Spanish Achievement Rubric for Knollwood Report Card

12/2/2011 6:32 PM

Performance Indicators	Rubric
<p>Listening: (Interpretive Mode) Understands sentences and questions on familiar topics</p>	<p>3 Novice Mid</p> <ul style="list-style-type: none"> <li>Follows oral directions after referencing a peer(s) who understood</li> <li>Asks for clarification only when prompted by the teacher [when teacher senses student does not understand and probes this with the student]</li> <li>Understands words, phrases, simple sentences and questions that are very familiar to me, but may need repetition and/or rephrasing and/or slowed speech</li> <li>I identifies familiar people, places, and/or objects based on simple oral descriptions when confined to current topic(s) of study</li> <li>I identifies some key words after listening to simple passages</li> <li>Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly and deliberately</li> <li>Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery</li> <li>Notices and comments on cognate connections to first language</li> <li>Evidences confusion as the communication partner uses objects, visuals and gestures to deliver the message.</li> </ul>
	<p>2 Novice Low</p> <ul style="list-style-type: none"> <li>Follows oral directions after prompting by the teacher (repetition of directions, addition of visuals or other cues) or a peer</li> <li>Needs redirection after beginning a task after misunderstanding directions or</li> </ul>

	<p>part of the directions and failing to ask for clarification</p> <ul style="list-style-type: none"> <li>• Sometimes understands words, phrases, simple sentences and questions that are familiar, but may need a partner to help by simplifying or repeating</li> <li>• Identifies familiar people, places, and/or objects with close cognate associations based on simple oral descriptions when confined to current topic(s) of study</li> <li>• Identifies key words with close cognate associations after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives when information is presented slowly, deliberately and in an exaggerated fashion by the teacher</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives with slower than natural delivery and with repeated exposure</li> <li>• Engages in activity of own choosing and away from the communication partner [because the learner does not understand how the objects, visuals and gestures can facilitate understanding of the oral message]</li> </ul>
	<p style="text-align: center;">1 Novice Low -</p> <ul style="list-style-type: none"> <li>• Follows oral directions only by referencing a peer</li> <li>• Understands some words with close cognate associations</li> <li>• Reacts to reactions of peers when listening to simple narratives in the target language</li> </ul>
	<p style="text-align: center;">E Novice High/Intermediate Low</p> <ul style="list-style-type: none"> <li>• Follows oral directions</li> <li>• Asks for clarification as needed to alleviate confusion</li> <li>• Understands sentences and questions on familiar topics, but may need repetition/rephrasing or slowed speech</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding may be uneven as the topics become less familiar</li> <li>• Identifies familiar people, places, and/or objects based on simple oral descriptions.</li> <li>• Identifies key words after listening to simple passages</li> <li>• Identifies main idea(s) and a few supporting details after listening to simple passages</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, live conversations and narratives</li> <li>• Reacts appropriately (nods, smiles, frowns or laughs) when listening to simple, short, video-recorded conversations and narratives</li> <li>• Notices and comments on connections to first language (cognates, roots and prefixes).</li> <li>• Attends to communication partner's use of objects, visuals and gestures to facilitate comprehension.</li> </ul>
<p>Speaking: (Interpersonal and Presentational Modes) Expresses oneself with words, phrases, and simple sentences</p>	<p>3 Novice Mid</p> <ul style="list-style-type: none"> <li>• Gives contextually appropriate responses to questions on current topic(s) under study</li> <li>• Is understood with little difficulty by someone accustomed to language learners</li> <li>• Often leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener</li> <li>• Pronunciation is highly influenced by native language</li> <li>• Asks for clarification only when prompted by the teacher [when teacher senses student does not understand and probes this with the student]</li> <li>• Keeps conversation going by using memorized chunks of language to ask for repetition or state lack of understanding</li> <li>• Asks formulaic, high-frequency questions although may not be contextually appropriate</li> <li>• Names tangible products, confined to the current topic under study, from the</li> </ul>

	<p>target culture. After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> <li>• Responds to simple questions</li> <li>• Makes requests</li> <li>• Expresses preferences</li> </ul>
	<p style="text-align: center;">2 Novice Low</p> <ul style="list-style-type: none"> <li>• Responds to high-frequency questions with answers that are uneven in their contextual appropriateness</li> <li>• Communicates minimally with words and possibly memorized phrases</li> <li>• Has difficulty recognizing and using appropriate vocabulary</li> <li>• Makes errors that interfere with communication</li> <li>• Repeats formulaic, high-frequency questions when prompted by the teacher</li> <li>• Is understood with difficulty because of long pauses and pronunciation that is highly influenced by native language</li> <li>• Has difficulty keeping the conversation going</li> <li>• When given a choice of options, names tangible products, confined to the current topic under study, from the target culture.</li> </ul> <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> <li>• responds to simple questions</li> <li>• makes requests</li> <li>• expresses preferences</li> </ul> <p>. . . with a mixture of target and first language.</p>
	<p style="text-align: center;">1 Novice Low -</p> <ul style="list-style-type: none"> <li>• Responds to high-frequency questions in English with answers that are uneven in</li> </ul>

	<p>their contextual appropriateness</p> <ul style="list-style-type: none"> <li>• Communicates minimally with words that have close cognate associations</li> <li>• Makes many errors that interfere with communication</li> <li>• Repeats parts of questions when prompted by the teacher</li> <li>• Is often not understood</li> <li>• Has difficulty keeping the conversation going</li> </ul> <p>After some delay (processing and/or searching for words) or with pauses between words/phrases . . .</p> <ul style="list-style-type: none"> <li>• expresses preferences</li> </ul> <p>. . . with a mixture of target and first language.</p>
	<p style="text-align: center;">E Novice High</p> <ul style="list-style-type: none"> <li>• Gives contextually appropriate responses to questions on familiar topics</li> <li>• Is generally understood by someone accustomed to language learners</li> <li>• Sometimes leaves long, unnatural pauses while retrieving vocabulary that may disengage the listener</li> <li>• Pronunciation is influenced by native language</li> <li>• Keeps the conversation going by expressing confusion and/or the need for repetition or clarification</li> <li>• Uses simple sentences and may attempt to add information to clarify or justify meaning</li> <li>• Recognizes and uses familiar vocabulary on a range of topics</li> <li>• Errors generally do not interfere with communication</li> <li>• Asks formulaic, high-frequency questions</li> <li>• Names tangible products from the target culture.</li> <li>• Responds to simple questions</li> <li>• Makes requests</li> <li>• Expresses preferences</li> </ul>

<p>Reading: (Interpretive Mode)</p> <p>Extracts some details from and gets the point of short, written authentic texts on familiar topics</p>	<p>3</p> <p>Novice Low</p> <ul style="list-style-type: none"> <li>• Follows written directions after referencing a peer who understood</li> <li>• Often doesn't understand what is read</li> <li>• Identifies some key words after reading simple passages</li> <li>• Cannot usually identify the main idea or read between the lines</li> <li>• Identifies only some of very familiar people, places, and/or objects based on simple written descriptions when confined to the current topic(s) of study</li> <li>• Notices and comments on cognate connections to first language</li> </ul>
	<p>2</p> <p>Novice Low -</p> <ul style="list-style-type: none"> <li>• Follows written directions that have been enhanced by visuals [student is told to color in red and the word red appears in red]</li> <li>• Identifies only very familiar key words with close cognate associations after reading simple passages</li> <li>• Identifies only very familiar people, places, and/or objects with close cognate associations based on simple written descriptions when confined to current topic(s) of study</li> </ul>
	<p>1</p> <p>Minimal response to print in target language</p> <ul style="list-style-type: none"> <li>• Recognizes some written words</li> <li>• When words are read aloud by the teacher, can match some words and images</li> <li>• Can follow words in a very simple storybook when it is read aloud</li> </ul>
	<p>E</p> <p>Novice Mid</p> <ul style="list-style-type: none"> <li>• Follows written directions</li> <li>• Recognizes key words and/or identifies main idea(s) after reading simple</li> </ul>

	<p>passages</p> <ul style="list-style-type: none"> <li>• Understands, for the most part, what is read</li> <li>• Attempts to interpret (read between the lines) when necessary</li> <li>• Identifies very familiar people, places, and/or objects based on simple written descriptions.</li> <li>• Notices and comments on connections to first language (cognates, roots and prefixes).</li> </ul>
<p>Writing: (Interpersonal and Presentational Modes) Writes words, phrases and simple sentences</p>	<p>3 Novice Mid</p> <ul style="list-style-type: none"> <li>• Labels tangible products, confined to the current topic under study, from the target culture.</li> <li>• Writes about current topic under study, rarely extending to other topics</li> <li>• Reader understands writing with only occasional difficulty</li> <li>• Use of memorized vocabulary is mostly correct</li> <li>• Uses vocabulary that is appropriate and adequate to express basic information</li> <li>• Makes some effort to write in an interesting fashion</li> <li>• Writing has a basic organizational structure</li> <li>• Gives contextually appropriate responses to questions on current topic(s) under study</li> <li>• Given a word bank, expresses preferences</li> </ul>
	<p>2 Novice Low</p> <ul style="list-style-type: none"> <li>• When given a choice of options, labels tangible products, confined to the current topic under study, from the target culture.</li> <li>• Writes minimally about current topic under study and reader does not clearly understand</li> <li>• Writing is correct only at the word level</li> <li>• Uses a limited and/or repetitive vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Makes no effort to maintain reader's attention</li> <li>• Presents information in a random fashion</li> <li>• Responds to high-frequency questions with answers that are uneven in their contextual appropriateness</li> <li>• When given a choice of options, expresses preferences</li> </ul>
	<p>1 Novice Low -</p> <ul style="list-style-type: none"> <li>• When given a choice of options, labels a few tangible products, confined to the current topic under study, from the target culture</li> <li>• Writes words connected to current topic under study and reader does not clearly understand</li> <li>• Writing is often incorrect even at the word level</li> <li>• Uses a limited and/or repetitive vocabulary</li> </ul>
	<p>E Novice High</p> <ul style="list-style-type: none"> <li>• Labels tangible products from the target culture</li> <li>• Writes about familiar topics so that the reader understands without difficulty</li> <li>• Is mostly correct when producing simple sentences but makes errors when attempting to be more creative with the language</li> <li>• Writing is rich in appropriate vocabulary</li> <li>• Writing is engaging and shows effort to appeal to the audience's interest</li> <li>• Writing has an organizational structure (beginning, middle, end)</li> <li>• Supports main ideas with examples</li> <li>• Gives contextually appropriate responses to simple questions</li> <li>• Expresses preferences</li> </ul>